

Peach. M.D.  
1934

Same immigrants or descendants of immigrants  
neglected in American high school history  
text-books.

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Thesis

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Thesis

Some Immigrants or Descendants of Immigrants

Neglected in American High School

History Textbooks

Submitted by

Melvin Davis Peach

(B.S. in Ed., Boston University, 1932)

In partial fulfillment of requirements  
for the degree of Master of Education

1934

First reader - John T. Mahoney, Professor of Education

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Thesis

Some Indications of Development of Moral Reasoning

Presented in Partial Fulfillment of Requirements

for the Degree of Master of Education

Submitted by

Walter Davis Smith  
(B.A. in Ed., Boston University, 1932)

In partial fulfillment of requirements  
for the degree of Master of Education

1934



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## Some Immigrants or Descendants of Immigrants

### Neglected in American High School

#### History Textbooks

##### The Problem

American history, perhaps more than that of any other country, has been considerably influenced by people of foreign birth or their immediate descendants. Obviously, then, these people should be recognized by the historians of our country. That is, the history writers should include in the history textbooks at least a representative list of immigrants or their descendants and their accomplishments. From even a general knowledge of the ways in which racial, religious and other prejudices warp human thinking, it is easy to assume that some of our history writers must have been influenced by them and that, as a result, some of the peoples who live in our country have been slighted. The opposite viewpoint would be that our historians are true historians and live up to the high ideals of their profession, allowing nothing to prejudice their minds against the true facts of life. I propose, therefore, to determine whether or not there are foreign born Americans or descendants or immigrants who have made definite contributions to American civilization but who, because of racial or religious prejudices, or other reasons, have not received recognition in American high school history texts.

Some Limitations of Descendants

Reflected in American High School

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## The Significance of the Problem

### The Goal of History Writing

If it is true that immigrants and descendants of immigrants are being neglected in United States history textbooks, it is very obvious that our historians are failing in their duty, not only to their country, but their profession. If they are to be historians, it implies that they should write history. What is history? It is the recording of past events, truthfully, without exaggeration, without bias. As Cervantes said, " .... it is the business and duty of historians to be exact, truthful, and wholly free from passion, and neither interest nor fear, hatred nor love, should make them swerve from the path of truth, whose mother is history, rival of time, storehouse of deeds, witness for the past, example and counsel for the present, and warning for the future." <sup>1</sup> Surely, the historians cannot agree that the omission of certain people from our history textbooks without any acknowledgment is in keeping with the ideals here quoted.

Not only is it a question of putting forth what is true, it is also a moral obligation to the peoples within our borders. We are not all of one race; we are not all of one religion; but we are all of one country--a fact which should not be overlooked and which should weight more than our racial and religious prejudices. Regardless of whether one is a Jew or a Greek, a German or a Frenchman, he who makes worthwhile contributions to our civilization has the right to be recognized in our history textbooks.

1. Don Quixote, as quoted by B. L. Pierce, Public Opinion, p. 135.



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### The Factor of Immigration in Our History

Immigrants have been coming to this country since the time of its discovery, coming in varying numbers and from all parts of the old world each year. And they are still coming.<sup>1</sup> Each succeeding group has left its influence on America and her civilization, not just because of the culture and the customs which they bring with them, but also because they have produced outstanding men and women who have played an important part in shaping our country's destinies.

It is the popular belief that immigration began since the formation of our government in 1789. Such, however, is not true. All the people coming to this country before that date, who came from countries that had no colonies here, were, properly speaking, immigrants. A large percentage of our population at the time of the Revolution was made up of this class of people.<sup>2</sup> In the early history of New York, there were eight leading men of as many nationalities: Schuyler, Dutch; Herekimer, German; John Jay, French; Livingstone, Scotch; Clinton, Irish; Morris, Welch; Baron Steuben, Prussian; and Hoffman, Swedish. Eighteen signers of the Declaration of Independence were of non-English stock, eight being born outside of the colonies.<sup>3</sup> This is just an illustration of what was common in all of the colonies although especially true of the northern ones which attracted more foreigners because of their numerous business enterprises. It does show the important part which immigration played in our early history.

1. While there are new arrivals each year, the total number of emigrants now exceeds the total number of immigrants.
2. An analysis of the census of 1790 made by the Census Bureau, 1909, shows the following percentage of nationalities: Eng., 83.5%; Scotch, 6.7%; German, 5.6%; Dutch, 2.2%; Irish, 1.6%; French, 0.5%; Hebrew, less than .1 of 1%; all others .1 of 1%. (Ford, N.G., Scotch-Irish in America, p. 219.)
3. Schlesinger, New Viewpoints of American History, p. 7-8.







Concerning immigration en masse, the following quotation shows the role it has played: "I would classify immigration as the greatest of all contributions of America to civilization .....you are a nation in some respects of a unique type ..... Every other nation is, or was, composed of a race or of separate races, speaking each its own language; you are a nation formed by the fusion of races of different languages, brought by superior inducements, to speak only the hereditary language of the country. In other words, you are a nation formed of nations by their own free will. Here lies all the difference; you are formed by free immigration, not by conquest." <sup>1</sup> Not only have individual immigrants had an influence, but the factor of immigration as a whole has left a profound impression.

This "profound impression" which immigration has made upon our history is in itself a worthy topic of study, and I do not propose to go into it very deeply. The immigration of the various peoples and nationalities who have come to this country is producing a race which is unique for its tremendous activity and advancement. The immigrants are constantly inter-marrying and in time will, probably, produce a type of person distinguishable from other nationalities. Be that as it may, this fusion of the races is, perhaps, the cause of much of the progress in our country. New blood, new energy, which finds its outlet in producing a new civilization!

It is also true that immigration populated our nation. Our colonial population, that which came from the mother countries, was not as large, and did not have as great an effect, as the one hundred percent Americans try to make out. Wave after wave of immigrants swept into this

1. Nabuco, Joaquim, "The Share of American Civilization" American History Review 15:54-56, Oct. 1909.



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country and settled in the large factory centers or on the great farming sections of the West. These people entered into every phase of life, every kind of trade and profession. It is to these people that we owe much of our material advancement.

Our immigrants have produced more than just material values. Theirs also have been things of the spirit. They have brought to a country which had no heritage the culture of the ages. They brought their music, their art, their literature, and it has all made its impression on the American fine arts.

Not only have they brought and reproduced their culture, they have also produced men of fine character --- men who have risen through great difficulties to places of leaderships and trust --- men who are held up as models to the coming generations --- men who are imbued with the spirit of right and the love of this country --- the United States. It is for these spiritual values that we prize them most highly.

Our Obligation to these Immigrants, their  
Descendants, and to our Future Citizens

It seems to me, then, that we have two obligations. Our first is to these immigrants and their descendants who have done so much for our country. Out of our gratitude to them, we should at least be willing to give them due credit for what they have done. And one way of doing this would be to place their names, along with what they have done, in our history texts so that the future generations may be inspired to similar feats of greatness. At once it is evident that that they cannot all be

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included. A few of the greatest would be sufficient to show that such people have lived and have accomplished great things.

The second obligation is to our future citizens, the boys and girls who are in our schools today or who will be there tomorrow. We owe it to them to produce a true picture of the development of our country. We owe it to them to try by all possible means to show the people of this country in their true light --- as fellow-citizens, not as peoples of different nationalities. One of the ways in which this can be accomplished is the presentment to them of the lives of some of the great immigrants or their descendants who have made worthwhile contributions to American civilization.

At a time when internationalism is being stressed and when all nations are being drawn closer together, it is important to recognize the many nationalities in our country. It will help us to realize that these countries can produce great people; it will, perhaps, lead us to have a more tolerant attitude and a greater willingness to work with them.

#### The Scope of this Paper

When beginning the main part of this paper, (i.e., the setting forth of a list of important immigrants or their descendants) I found a long list of names from which to choose. There have been many immigrants of distinction.

In order to make a better choice, I wrote to the various consulates in Boston to ascertain who, in their opinion, were the best representatives of their nationalities for me to use. They were all very

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courteous and, in most cases, supplied names or references to the histories of their nationalities in this country. Several of the cultural and historical societies also proved to be of great assistance.

With this as a foundation, I began a survey of the histories of the various nationalities in this country. I attempted to pick out those characters who were stressed most and paid particular attention to their accomplishments. From these I selected the list which follows. I do not propose it as final; it is representative. And in so being it accomplishes the purpose of this paper, namely, to set forth a group of immigrants or their descendants who have made important contributions to American civilization but who have not been recognized because of racial, religious or personal prejudices, nationalistic or patriotic sentiment, or social or vested interests.

The remainder of the paper deals (1) with the findings of previous research in this field; (2) with a survey of high school history textbooks to determine if any of the characters whom I have chosen were mentioned; (3) with the factors which influence textbook writing, and (4) with the general conclusions.

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### Michael Langone 1897-1968

Michael Langone was born and brought up in Greece. He received a university education, preparing for journalistic work. Early in his youth he became connected with the Greek struggle for freedom and was especially active in the Greek Revival. When Doctor Samuel Goringham went to Athens to carry out his mission, Langone acted as his secretary. His primary purpose in coming to America was to build up Greek support among the Greeks in America.

A Selected List, Representative of  
Those People Who Should Be Included in  
Our History Textbooks

Because of his knowledge of Greek and Latin and his experience, gained through association with Doctor Goringham, of working with the blind, Michael Langone was asked to teach these subjects in a free blind school. Successful in this work, he was appointed in 1910 to a permanent position at the Perkins Institution for the Blind, Boston, Massachusetts. He remained at first in working with the blind, specializing in articulation and in talking in place of the sign language. He improved the reading system at the Institution and increased the fund for printing books. His special interest became primary education for the blind. Between 1910-1920, he was active in establishing and extending a kindergarten school for blind children and many in other established schools.

His other outstanding activity was his work among the Greeks in America. He urged them to keep in touch with their home land and, at the

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Michael Anagnos 1837-1906

Michael Anagnos was born and brought up in Greece. He completed a university education, preparing for journalistic work. Early in his youth, he became connected with the Greek struggle for freedom and was especially active in the Cretan revolts. When Doctor Samuel Gridley Howe went to Athens to carry relief to Cretans refugees, Michael Anagnos acted as his secretary. Later, he accompanied Doctor Howe to America. His primary purpose in coming to this country was to build up Cretan support among the Greeks in America.

Because of his knowledge of Greek and Latin and his experience, gained through association with Doctor Howe, of working with the blind, Michael Anagnos was asked to teach those subjects to a few blind students. Successful in this work, he was appointed in 1870 to a permanent position at the Perkins Institution for the Blind, Boston, Massachusetts. He specialized at first in working with the blind-deaf, sponsoring the articulating method of talking in place of the sign language. He improved the printing plant at the Institution and increased the fund for printing books. His special interest became primary education for the blind. Between 1880-1900, he was active in establishing and endowing a kindergarten school for those children too young to enter established schools.

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same time, adopt the best in American life. As was said of him at his death: "He was the man who taught the Greeks of America to learn and adopt everything that is good in America character, the only man whom all the Greeks revered and implicitly obeyed, the man who did good for the sake of the good .....the man who expected every Greek to do his duty toward his adopted country --- America."<sup>1</sup>

His early education was provided for, and he managed to study a year at Yale until the poor financial condition of his family obliged him to leave.

In 1835, he went to New Orleans where he worked day and at night studied law, French and Spanish. In four years, he was admitted to the most aristocratic bar in the South. A brilliant mind, well cultured, fine mannered, he won the place of a leader. Louisiana honored him with a seat in the legislature and, in 1852, sent him to the Senate. As the first Jewish member, he was despised and sneered at, but only for a short time, for he soon became the leading advisor of the Southern Cause and was welcomed among the elect. After Lincoln's election, he took a firm stand with the Secessionists, not because he believed in slavery, but because of his deep love for the South to which he owed all.

He became Jefferson Davis' right-hand man. He served in the Confederate Cabinet as Attorney-General, Secretary of War and Secretary of State. As Secretary of War, he was severely criticized for many of the Confederate defeats and, although not to be blamed for them, he remained silent and carried on his work for the cause he loved. At the close of the war, realizing that his future in this country was ruined, he escaped

1. Beard, A. E. S., Our Foreign Born Citizens, as quoted from the Boston Evening Herald, July 16, 1906.

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Judah Philip Benjamin 1811-1884

Judah Philip Benjamin, a descendant of Spanish and English Jews, born in the West Indies in 1811, came to Savannah, Georgia, when a young boy. His early education was provided for, and he managed to study a year at Yale until the poor financial condition of his family caused him to leave.

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to England, the only country offering possibilities of advancement. He was admitted to the British Bar and became one of the great lawyers of England.

His private life was unfortunate since his wife left him shortly after their marriage. He kept in contact with her, however, probably because of their daughter, and joined her in France the last few years of his life. Losing several fortunes by trusting unfaithful friends and through the war, he succeeded in re-establishing himself after each reversal. He showed himself a man of great ability, strong determination, steadfast loyalty, and high righteous ideals. His great work for, and deep love of, the South should place him high among her heroes and among the honored men of our country.

The keynote of Edward Bok's career may be summed up in the message of his grandfather: "Make the world more beautiful and better because you have been in it." This was, indeed, the purpose of the Bok family for several generations. Edward Bok fulfilled this beautiful mission to the best of his ability. In every phase of his journalistic work, he was striving to improve the living conditions of the people of America. One way in which he accomplished this was through his department of health, architecture and personal relations in the Ladies Home Journal, which were innovations in magazine literature. After the World War, he became very active in efforts to secure world peace. In 1918, he created the American Peace Board which

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provided one hundred thousand dollars for the best practical plan by which the United States might co-operate with other nations to achieve and preserve the peace of the world.

Edward Bok 1863-1930

When a boy of seven, Edward Bok came to America from the Netherlands. He had been born at Helder, Holland on October 9, 1863. Until thirteen, he attended the Brooklyn public schools, helped his invalid mother with her housework, and worked afternoons. After working with the Western Union Telegraph Company as office boy, he secured a position with a well-known publishing company. He then decided to enter the journalistic profession and bought a small newspaper in Brooklyn. Success in this enterprise led, in 1886, to the establishment of the Bok Syndicate Press. From 1889-1919, he was editor of The Ladies Home Journal. He showed an eagerness for work, an unusual originality, and a knack for meeting people.

The keynote of Edward Bok's career may be summed up in the message of his grandmother: "Make the world more beautiful and better because you have been in it." This was, indeed, the purpose of the Bok family for several generations. Edward Bok fulfilled this laudable ambition to the best of his ability. In every phase of his journalistic work, he was striving to improve the living conditions of the people of America. One way in which he accomplished this was through the department of health, architecture, and personal relations in the Ladies Home Journal, which were innovations in magazine literature. After the World War, he became very active in efforts to secure world peace. In 1923, he created the American Peace Award which

Edward Bok 1855-1930

When a boy of seven, Edward Bok came to America from the Netherlands. He had been born at Haarlem, Holland on October 2, 1855. Until thirteen, he attended the Brooklyn public schools, helped his invalid mother with her housework, and worked afternoons. After working with the Western Union Telegraph Company as office boy, he secured a position with a well-known publishing company. He then decided to enter the journalistic profession and bought a small newspaper in Brooklyn. Success in this enterprise led, in 1882, to the establishment of the Bok Syndicate Press. From 1883-1892, he was editor of The Ladies Home Journal. He showed an aptness for work, an unusual originality, and a knack for meeting people. The keynote of Edward Bok's career may be summed up in the message of his grandfather: "make the world more beautiful and better because you have been in it." This was, indeed, the purpose of the Bok family for several generations. Edward Bok fulfilled this family tradition to the best of his ability. In every phase of his journalistic work, he was striving to improve the living conditions of the people of America. One way in which he accomplished this was through the department of health, architecture and personal relations in the Ladies Home Journal, which were innovations in magazine literature. After the World War, he became very active in efforts to secure world peace. In 1923, he created the American Peace Award which



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George Westinghouse 1813-1902

In 1813, in a small town in Scotland, Andrew Carnegie was brought into the world. There he remained until his thirteenth birthday when economic circumstances forced his father to come to America. His new home was in the cotton manufacturing district of Pennsylvania.

His boyhood and early manhood was a long story of hard work and struggles against privation. Bobbin-boy, engineer's assistant, messenger boy, telegraph operator, and, finally, district superintendent of the Pennsylvania Railroad, were the early positions he held. He reached one of the highest positions in railroading and, during the Civil War, was in charge of all the telegraph and the gasworks. Money which he had saved during this time had been wisely invested and was paying large dividends.

After the Civil War, Carnegie and several others formed a steel manufacturing company. He was one of the first men in America to realize the great possibilities of steel and his manufacturers soon became one of the great steel producing companies in the world. Carnegie had established relations with the best educated business men (a combination of later nations) and had prevented any national industrial union until 1897. In the late eighties, there was a general movement of class consciousness, and a number of disorders broke out in the industrial centers. Carnegie recognized the rights of workers. He was a believer

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Andrew Carnegie 1835-1919

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His boyhood and early manhood is a long story of hard work and struggles against privation. Bobbin-boy, engineer's assistant, messenger boy, telegraph operator, and, finally divisional superintendent of the Pennsylvania Railroad, were the early positions he held. He reached one of the highest positions in railroading and, during the Civil War, was in charge of all the railroads for the government. Money which he had saved during this time had been wisely invested and was paying large dividends.

After the Civil War, Carnegie and several others formed a steel manufacturing company. He was one of the first men in America to realize the great possibilities in steel and its manufacture. Soon he became head of several large steel manufacturing companies owning their own mines and railroads. Carnegie had established relations with the Amalgamated Associations (a combination of labor unions) and had prevented any serious labor troubles until 1887. In the late eighties, there was a general movement of class consciousness, and a series of disorders broke out in the industrial centers. Carnegie recognized the rights of workmen. He was a believer

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in the settling of disputes through non-violent methods, preferring to shut down the plant until the men returned rather than to try to force in outsiders. While he was absent in Europe, two strikes occurred which were not settled without violence, largely because of the methods used by the men he had left in charge of the corporation. The most important, and the most violent, was the Homestead Strike of 1892, which ended in the breaking of the Amalgamated Association and the employment of non-union men only.<sup>1</sup>

Carnegie was still in good health and capable of much work when he retired to enjoy his money and pay back to the world some of the things he felt he owed it. It is estimated that he gave over sixty millions of dollars to found libraries all over the country. He also gave over three hundred and fifty millions of dollars to various educational institutions. That, added to his large philanthropic work, was the way in which he paid back his debt to America.

1. Hendrick, Burton J., The Life of Andrew Carnegie.

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John Ericson 1803-1889

John Ericson<sup>1</sup> was the son of a Swedish iron-mine and foundry owner. Because of this, he was associated with machinery from his boyhood. At the age of twelve, he was working on a canal project. He showed great ability in drawing plans and making models.

When twenty-three, Ericson went to England and for thirteen years kept very busy making useful inventions. His chief interest was the steam engine which he improved considerably. He also tried building locomotives. He spent most of his efforts in applying steam to water transportation. He succeeded in building the first successful screw-propelled boat.

Since his work in England did not appear to be appreciated, he came, in 1839, to America where he continued to specialize in marine engineering and gunnery. During the Civil War he brought forth the invention of the Monitor which revolutionized naval construction the world over.

John Ericson brought fame to himself and to his adopted country through his inventions. He also showed a keen interest in the affairs of humanity and, when possible, helped financially or otherwise. Not only the United States, but several foreign countries, honored him for his great services.

1. Also spelled Ericsson.

John Ericsson 1802-1889

John Ericsson<sup>1</sup> was the son of a Swedish iron-works and machinery owner. Because of this, he was associated with machinery from his boyhood. At the age of twelve, he was working on a canal project. He showed great ability in drawing plans and making models.

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George Washington Goethals 1858-1928

George Washington Goethals was born in Brooklyn, New York, in 1858, of Dutch parentage. He attended the medical school of City College, New York, for three years and then, after seeing a poster about a vacancy at West Point, decided to go there. One of his teachers secured his appointment through the representative of the district under the guarantee that Goethals would stay until he graduated. All examinations were waived because of his past school and college records.<sup>1</sup> He graduated, in June 1880, second in a class of fifty-one. Receiving his appointment in the engineering branch of the United States Army, he remained there and rose to the rank of colonel. During this time, he was engaged in many canal and river projects for the government.

His most outstanding work was done on the Panama Canal project. He was appointed to do this work after two of his superior officers had been unable to overcome the difficulties of the situation. He successfully met and solved the many labor and engineering problems which arose and, in 1914, he completed the Canal. He showed great personality in dealing with the men and great organizing ability in handling the vast project. In all his work, he gave full measure of credit to those who had preceded him.

During the World War, he was made head of the quarter-master corps, which he re-organized, and, later, he was put in charge of the purchase,

1. Bishop, J. B., & Bishop, F., Goethals, Genius of the Panama Canal, p. 30

George Washington Goethals, 1858-1928

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storage, and traffic of all supplies and men. He received the Distinguished Service Medal and honor medals from the government of England, France and China.

Samuel Goethals 1853-1928

Goethals' life was full of great engineering triumphs which were of valuable service to his country. Even after his retirement from the army, he continued active in his profession until his death in 1928.

After that, he was appointed as a professor and, later, to a higher position. The union life was strong in him. It grew out of actual cooperation with union members rather than through theoretical thinking. His principles were developed as a result of discussion while working as a ship-maker. He became one of the strongest backers of the trade union movement and, after a few years, became the leader in a nation-wide organization of the trade unions. The American Federation of Labor was modeled on the United States Union which he had helped to re-organize after the Civil War.

With the exception of one year, he was president of the American Federation of Labor from 1885 to 1914. He was responsible for the adoption of the "craft" principle in the United States trade unions. Although theoretically opposed to war, he used all his power to crush pacifistic tendencies among trade unions during the World War. Goethals represented the American Federation of Labor at the Peace Conference in Paris, 1914-15. He was active in organizing the Pan-American Federation of Labor but consistently opposed joining with the International Federation of Trade Unions. He was also opposed to socialistic tendencies among the unions.

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of valuable service to his country. Even after his retirement from the  
army, he continued active in his profession until his death in 1933.



Samuel Gompers 1850-1924

Samuel Gompers was born in London, England, in 1850 of Jewish parents and came to this country in 1863. His formal education ended at the age of ten. After that, he was apprenticed to a shoemaker and, later, to a cigar-maker. The union idea was strong in him. It grew out of actual association with union movements rather than through theoretical thinking. His principles were developed as a result of discussions while working as a cigar-maker. He became one of the strongest backers of the trade union movement and, after a few years, became the leader in a nation-wide organization of the trade unions. The American Federation of Labor was modeled on the Cigars Makers Union which he had helped to re-organize after the Civil War.

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### Samuel Gompers 1850-1924

Samuel Gompers was born in London, England, in 1850 or 1851. He came to this country in 1872. His formal education ended at the age of ten. After that, he was apprenticed to a shoemaker and, later, to a cigar-maker. The union idea was strong in him. It grew out of actual association with union movements rather than through theoretical thinking. His principles were developed as a result of discussions while working as a cigar-maker. He became one of the strongest backers of the trade union movement and, after a few years, became the leader in a nation-wide organization of the trade unions. The American Federation of Labor was modeled on the Cigar Makers Union which he had helped to re-organize after the Civil War.

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Mr. Gompers ideas were not radical. He was interested only in the welfare of the working-man, in bettering his hours and conditions of labor. He wanted an organization which would block the despotism of the capitalists, not only in the labor field, but in the political and judicial as well. He has done more than any other man to get the laboring classes of the United States a fair deal from their employers.

His main interest was anthropology and his real work was done in this field. He became connected with the American Museum of Natural History of New York and made several expeditions to various countries studying primitive life. He was in charge of the Physical Anthropology in the Hyde Collection in Geneva and the South-west United States in 1905. He made the discovery of his special subjects and was a firm believer in the theory that they came from Asia.

Dr. Hooten was, perhaps, the greatest American anthropologist. His contributions to this science field of science are great. He was founder and editor of the American Journal of Physical Anthropology (1908) and wrote many books, among them being "Primitive Man in North America" and "The Evolution of Man". In 1913, he was made curator of the United States National Museum at Washington, D. C., where he organized a division of physical anthropology.

Mr. George Isaacs was not radical. He was interested only in the welfare of the working-man, in bettering his hours and conditions of labor. He wanted an organization which would block the capitalists not only in the labor field, but in the political and financial as well. He has done more than any other man to get the laboring classes of the United States a fair deal from their employers.



Dr. Arles Hrdlicka 1869-1927

Dr. Hrdlicka was born in Humpole, Bohemia, on March 29, 1869. He received his elementary and secondary education in that country and came to New York to study medicine. He graduated from medical school in 1894. There he had done much work among the insane patients and in other defective diseases.

His main interest was anthropology and his real work was done in this field. He became connected with the American Museum of Natural History of New York and made several expeditions to various countries studying primitive life. He was in charge of the Physical Anthropology in the Hyde Expedition to Mexico and the south-west United States in 1898. He made the Indians one of his special subjects and was a firm believer in the theory that they came from Asia.

Dr. Hrdlicka was, perhaps, the greatest American anthropologist. His contribution to this immense field of science was great. He was founder and editor of the American Journal of Physical Anthropology (1918) and wrote many books, among them being Ancient Man in North America and Old Americans. In 1910, he was made curator of the United States National Museum at Washington, D. C., where he organized a division of physical anthropology.

Dr. Walter Hrdlicka 1864-1937

Dr. Hrdlicka was born in Hradec, Bohemia, on March 29, 1864. He received his elementary and secondary education in that country and came to New York to study medicine. He graduated from medical school in 1894. There he had done much work among the insane patients and in other defective

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Jacob Leisler 1640-1691

Jacob Leisler was born in Frankfort-on-the-Main and came to New York as a soldier in the Dutch East India Company. He married into a wealthy New York family and in 1684 was rated as the third richest man in the country. F. F. Schrader says: "Had his dreams been realized, Leisler would have gone down in history as the first great representative of popular government in New York, as he was the first martyr to the Democratic faith of America."<sup>1</sup>

Leisler took control of the New York colony during the upset in political affairs in the reign of James II and William and Mary. He seems to have been grossly misunderstood and misrepresented in England. While in this position, Leisler called the first colonial congress to take action against French and Indian attacks. It was decided to invade Canada, but the plan failed and Leisler's reputation suffered. Leisler espoused the popular cause of the people against the arrival of Governor Andros and the union of the colonies under his authority. Because of Leisler's seizure of a fort at New York and his failure in the Canadian enterprise, he was arrested and tried for treason. Convicted, he was hanged. Thus, a man who was a champion of the people's rights and a lover of union was misunderstood, even by his own people and made to suffer political martyrdom.

1. Germans in the Making of America, p.50-51.

Jacob Belsize 1830-1891

Jacob Belsize was born in Frankfort-on-the-Main and came to New York as a soldier in the Dutch 82nd Rifle Company. He married into a wealthy New York family and in 1864 was voted as the third richest man in the country. F. F. Schuchard says: "When his great-grandson, Belsize, would have come down in history as the first great representative of popular government in New York, as he was the first mayor to the Democratic faith of America."

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Major Pierre Charles L'Enfant 1755-1825

Major L'Enfant served as a volunteer with the Revolutionary Army and was wounded at Savannah. He was noted for his knowledge of fortifications and also attained considerable renown as a disciplinarian.

Although he returned to France for a few years, Major L'Enfant came back to New York and rebuilt the City Hall as a hall for Congress. It was known as the most building in America at that time. Because of this work, Washington selected him as the designer of the new capital on the banks of the Potomac.

He drew his plans with a keen foresight for the future needs and growth of the city. Its symmetry and beauty could not be surpassed. L'Enfant was given charge of the building of the city but, his strictness in carrying out his own ideas, even when legally he had no right to do so, caused his dismissal in 1792.

As far as Washington was concerned, he no longer counted. He continued to live there but had no influence in its building, although his original ideas were, in the main, carried out. He did a very constructive piece of work, however, in drawing the plans of Paterson, New Jersey, which became a model manufacturing city.

Washington, today, is his creation. In 1902, the Park Commission said that: "the original plan of the city of Washington, having stood the

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test of a century, has met with universal approval. The departures from the plan are to be regretted and wherever possible remedied." <sup>1</sup>

### Joseph Lopez 1741-1798

Among the early families of Portuguese-Jews which settled at Newport, Rhode Island, in the early days, that of the Lopez is, perhaps, the most distinguished. It produced several leaders, one of whom, Joseph Lopez, achieved great fame. He was the foremost Jew of Newport and was really one of the most noteworthy citizens. He was prominent in the struggle of Rhode Island which resulted in putting to the King's arms recognition of the rights of the colonists in fish in Canadian waters. Also, he increased more than forty families to settle at Newport.

Joseph Lopez was a great merchant, perhaps the most successful and most successful merchant in New England at that time. <sup>1</sup> He began by the trading business and from that went into general trading. At the height of his career, he had thirty vessels going to the West Indies and to Europe. The rapid commercial development of Newport, much more than the West, was largely due to his efforts.

Joseph Lopez was not, however, concerned only in his own welfare. He gave much money to worthy causes. Indebted to him by his credit. He was always a public-spirited citizen and, during the Revolution, was active in the patriotic cause.

He was killed on board his ship in 1798, while on a voyage to the West Indies. He was buried in the cemetery at Newport, Rhode Island, and his remains were re-interred in the city in 1861.

1. Jusserand, J. J., With Americans of Past and Present, p. 192.

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the plan are to be regretted and wherever possible remedied." <sup>1</sup>



Aaron Lopez 1731-1782

Among the many families of Portuguese-Jews which settled at Newport, Rhode Island, in its early days, that of the Lopez is, perhaps, the most outstanding. It produced several leaders, one of whom, Aaron Lopez, achieved great fame. He was the foremost Jew of Newport and certainly one of its most enterprising citizens. He was appointed on the Committee of Three which drafted a petition to the King asking recognition of the rights of the colonists to fish in Canadian waters. Also, he induced more than forty families to settle at Newport.

Aaron Lopez was a great merchant, perhaps the most eminent and most successful merchant in New England at that time.<sup>1</sup> He began in the whaling business and from that went into general trading. At the height of his career, he had thirty vessels going to the West Indies and to Europe. The rapid commercial development of Newport, which rivaled New York, was largely due to his efforts.

Aaron Lopez was not, however, concerned only in his own welfare. He gave much money to worthy causes. Leicester Academy is one of his creations. He was always a public-minded citizen and, during the Revolution, was active in the patriot cause.

When the British occupied Newport in 1776, Aaron Lopez and many other Jews moved to Leicester for the remainder of the war. He was drowned while returning to the city in 1782.

1. Wiernick, P., History of the Jew in America. p. 73-74.



ARON JAGEL

Among the many families of Polish-Jews which resided at  
Newport, there is one which, in its early days, some of the hopes lay perhaps,  
the most distinguished. It produced several leaders, one of whom, Aron  
Jagel, will be remembered here. He was the foremost Jew of Newport and one  
of the most distinguished citizens. He was appointed on the  
Council of Trustees which was established by the King as the first  
of the rights of the citizens to the land in England. Also, he is  
known here as one of the first to settle at Newport.  
Aron Jagel was a great student, perhaps the most diligent and  
one who devoted himself to his studies as a child. He began on the  
writing business and then went into general trading. As the result  
of his career, he had many ventures going to the West Indies and to  
Europe. His rapid course of development at Newport, which raised him  
high, was largely due to his efforts.  
Aron Jagel was not, however, concerned only in his own affairs.  
He gave much thought to worthy causes. His most ardent activity is one of his  
creations. He was always a public-spirited citizen and, during the years  
long, was active in the public cause.  
When the British occupied Newport in 1793, Aron Jagel and many  
other Jews were exiled to the interior of the land. He was thrown  
into prison for the day in 1793.



Matthew Lyon 1750-1822

"Matthew Lyon, an Irishman, was one of the real fathers of this Republic, and helped to plant, not only in Connecticut and Vermont, where he first settled, but throughout the whole nation, the undying principles of liberty on which the institutions of this country were founded."<sup>1</sup>

This sums up briefly the importance of Matthew Lyon who was born in Ireland in 1750 and came to this country fifteen years later. For three years, he worked as a redemptionist --- practically in the status of a slave until he paid for his passage. After working in paper mills, he became one of the early settlers of Vermont where he entered actively into the political life of the colony. During the Revolution, he was instrumental in raising troops for the American cause and served with them as an officer until after the battle of Saratoga. He then became active in local politics, the Committee of Safety and the State Legislature.

After the war and the formation of our present government, Matthew Lyon became one of the first Vermont Congressmen (1797). He was one of the first New England Republicans or anti-Federalists and was bitterly attacked for his opposition to the custom of waiting on the President. He was found guilty and sentenced to prison under the Sedition Act, the entire affair being stupid and of doubtful legality.<sup>2</sup> Re-elected by a big majority, he continued his opposition to the Adams' administration.

1. Haltigan, The Irish in the American Revolution, p. 72.

2. Dictionary of American Biography, vol.XI

Matthew Lyon, 1750-1832

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1. Hefner, The Irish in the American Revolution, p. 72.

2. Dictionary of American Biography, vol. XI.



At the completion of his term, he moved to Kentucky where he built up another community and a prosperous business, only to lose it all in the War of 1812. He also represented this state in Congress. In 1820, he asked for his first appointed position and became factor to the Cherokee Indians in the new Territory of Arkansas. He was developing a new settlement there and faithfully carrying on the duties of his position when he died in his seventy-third year.

His greatest work was done in electrical research. He perfected and extended long distance telegraphing. His major subjects were electrical wave propagation, electrical machines, and multiplex telegraphy. He also made important contributions to the development of the X-ray, making it possible for the first time for physicians to see the organs of the human body in action.

Professor Pupin took an active part in the World War, working especially in the Service Bureau. He assisted in the organization of the Service Relief work.

Professor Pupin has made important contributions to science; he has also been loyal and devoted to his adopted country. His autobiography, "From Immigrant to Inventor", is regarded as one of the best in that field of literature. One of his characteristics with a firm belief in God, he believes that science is a means of knowing mankind nearer to God, not further away.

1. Pupin, A., Science Leading Man Closer to God. American Monthly, 1941-42, Sept. 1942

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Michael Idvorsky Pupin 1858-19--

Michael Pupin was born in Idvor, Hungary, in 1858. His interest in the science of light and sound began while watching cattle in the pastures at night. He came to America in 1874, worked days and attended Cooper Union at night. After graduating from Columbia University, he went abroad and did graduate work at Cambridge and the University of Berlin. He then returned to this country and became a teacher and inventor in the fields of physics and electricity.

His greatest work was done in electrical research. He perfected and extended long distance telephoning. His major subjects were electrical wave propagation, electrical resonance, and multiplex telegraphy. He also made important contributions to the development of the X-ray, making it possible for the first time for physicians to see the organs of the human body in action.

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1. Pupin, M., Science Leading Men Closer to God. American Monthly, 104:24-25 Sept. 1927

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Jacob A. Riis 1849-1914

Jacob A. Riis came to this country from Denmark in 1869 when he was twenty years old. While trying to get accustomed to American ways and determine what his life work was to be, he tried any job that offered itself; rough laboring work, carpentry, farm work, coal mining, salesmanship. Finally, he entered the journalistic profession with a position on a New York paper. For a time, he owned and edited his own paper in Brooklyn. Later he went back to reporting for the New York Tribune where he was assigned to cover the police news of the slum sections.

With this assignment, Mr. Riis entered upon what he soon realized to be his life work: the struggle for better living conditions for the unfortunate people of the slum districts. He fought politicians and landlords and finally succeeded in wiping out Mulberry Bend, the worst tenement district in New York. He assisted Theodore Roosevelt, while the latter was Police Commissioner, in abolishing police station lodging-houses. Through untiring efforts, he achieved better water supply, better housing laws and living conditions, more parks and playgrounds, better schools, a truancy school, better policing and prisons, more humane working laws for children, and a recognition by the city of its responsibility to change conditions in that section of the city in which the poor and foreign people were quartered. Although his own personal work was local, his influence has spread to every large city which is confronted by the same problem. Jacob A. Riis

Jacob A. Hill 1849-1914

Jacob A. Hill came to this country from Denmark in 1863 when he was twenty years old. While trying to get accustomed to American ways and determining what his life work was to be, he tried any job that offered itself; rough laboring work, carpentry, farm work, coal mining, seafaring. Finally, he entered the journalistic profession with a position on a New York paper. For a time, he owned and edited his own paper in Brooklyn. Later he went back to reporting for the New York Tribune where he was assigned to cover the police news of the nine sections.

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### JULIUS ROSENWALD - 1872-1955

Julius Rosenwald was president of the largest mail-order house in the world, Sears-Roebuck Company, which handled everything from hardware to hosiery. This company had originally been started by a watch salesman and specialized in watches. Later it branched out taking in other things, including clothing. Rosenwald had entered into the manufacturing of watches after having been only fairly successful in the retail store business. In this new venture, he began furnishing Sears-Roebuck with clothes. Because of his ability, he was asked to be vice-president of the company and later its president.

Julius Rosenwald built up a large fortune and used it largely for social service purposes. He had contributed most for Jewish and Christian charities, and has been especially interested in helping the negroes, both in the South and in Chicago. Before the war, he furnished a gift of twenty-five thousand dollars to every community which would give twenty-five thousand dollars toward building a Negro I. M. S. S. In 1917, the Julius Rosenwald Fund was established. The twenty million dollars which were donated to the fund have been used in various ways. Among other things, it has aided in the building of 2,076 Negro schools in the South, furnishing almost a third of the twenty-five millions of dollars spent. The schools aided were a regular part of the public tax-supported school system. Con-

was Theodore Roosevelt's ideal of an American citizen.



Julius Rosenwald 1862-1932

Julius Rosenwald was president of the largest mail-order house in the world, Sears-Roebuck Company, which handled everything from buttons to bungalows. This company had originally been started by a watch salesman and specialized only in watches. Later it branched out taking in other things, including clothing. Rosenwald had entered into the manufacturing of clothing after having been only fairly successful in the retail store business. In this new venture, he began furnishing Sears-Roebuck with clothes. Because of his ability, he was asked to be vice-president of the company and later its president.

Julius Rosenwald built up a large fortune and used it largely for social service purposes. He has contributed much for Jewish and Christian charities, and has been especially interested in helping the negroes, both in the South and in Chicago. Before the war, he announced a gift of twenty-five thousand dollars to every community which would raise seventy-five thousand dollars toward building a Negro Y. M. C. A. In 1917, the Julius Rosenwald Fund was established. Its twenty million dollars assets were dedicated to the well-being of mankind. Among other things, it has aided in the building of 5,075 Negro schools in the South, furnishing almost a sixth of the twenty-five millions of dollars spent. The schools aided are a regular part of the public tax-supported school system. Con-

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struction came, as by the terms of the Fund, from Negroes, friends of the Negroes, and from county funds. The fund, which still has (1933) ten millions of dollars, was to be spent within twenty-five years after his death. The fund has also assisted housing projects, medical research, and city sanitation. It is estimated that in addition to the Fund, he has given to educational, civic, and philanthropical causes over fifteen millions.

"The greatest thing about Julius Rosenwald is not his business, but himself, not what he has, but what he is: his character, his personality, his charity, his sincerity, his honesty, his democracy, his thoughtfulness, his catholicity of sympathy, his consuming desire to help the less fortunate of his fellow creatures, be they Black or White, Jew or Gentile, young or old." <sup>1</sup>

1. Forbes, B. C., Men Who are Making America. p. 301.

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Augustus Saint-Gaudens 1848-1907

Augustus Saint-Gaudens is a descendant of the French and the Irish, his father being French, his mother , Irish. Thus, America's greatest sculptor came from the two races which, perhaps, most appreciate beauty. He grew up in a crowded tenement district of New York city and, because his parents believed in allowing their children to follow their own interests, he became apprenticed to a cameo-cutter. He studied nights while working at this trade. Then, after several years of study in France and Italy, he returned to New York and set up his studio.

From then on, he became noted for the great pieces of sculpture which came from his hands. Busts, statues, and bas-reliefs took their places among the greatest in the world. His statues of Farragut and Sherman and the Shaw Memorial are among his best works. His greatest, however, is the statue of Lincoln which now stands in Chicago. He was able to put a likeness and spirit into his work which no other man has achieved.

Before his death, Saint-Gaundens received recognition for his great work from many of the great art societies of Europe and from several of the universities of America.

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Haym Salomon 1740-1785

Haym Salomon was born in Lisa, Poland in 1740. In his early manhood, he travelled over much of Europe and learned to speak many of the Continental languages. He finally settled in New York a few years before the Revolution, entered into business, and gathered a considerable personal fortune. When the British captured New York, he was taken prisoner. Because of business ability and language proficiency, the Hessian commander, Heister, made him head of his commissary department. In this position, he was able to assist many French and American prisoners to escape. Finally, he also managed to escape but had to leave behind all his personal property.

Salomon's genius is shown in his accomplishment of going to Philadelphia an impoverished refugee and, in a few years, becoming a financier of the first rank. He handled vast sums of money. He was the sole negotiator of all the war subsidies of France and Holland. He was broker to the French Consul, treasurer of the French army in America and fiscal agent to the French Minister. At his death, he held three hundred and fifty thousand dollars worth of government certificates and had advanced to the superintendent of finance two hundred thousand dollars in specie. Besides these, he held many promissory notes from individuals -- even from Robert Morris and James Madison. James Wilson and James Madison both said that it was due to "the kindness of our little friend in Front Street" that

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that they were able to remain in public service.<sup>1</sup>

His great importance to the growth of our country in its earliest days cannot be underestimated. As President Taft has put it, Haym Salomon was "the Jew who stood by Robert Morris and financed the Revolution." It is somewhat of a blot on our country's honor that neither he nor his descendants were ever re-imbursed for the financial aid which he so generously gave.

Well educated, a writer and teacher, he had little difficulty in becoming acquainted to American ways.

From the time of his arrival here, his interest in politics was dominant. His earnestness, directness, non-partisanship, and devotion to the public good were so evident as to make him extremely popular with people. He made a thorough study of the government and laws of the country. He was an abolitionist, friend of the Indians, free trader, pacifist and anti-slavery, and civil service reformer. After active work in organizing the republican party, he was appointed minister to Spain. The outbreak of the Civil War caused his return. He served with distinction as a general in the Western campaign, at Shiloh and elsewhere. A loss in the campaign and the position of Secretary of the Interior under President Hayes were his later achievements. He held the highest offices of any foreign-born American.

Carl Schurz said Stephen Decatur was better by nature "by country, right or wrong. If right, to be kept right; if wrong to be put right."<sup>1</sup> His public life was unmodifiedly devoted to raising national ideals to a higher level. "Always, even to the day of his death, he was

1. Wiernick, P., History of the Jews in America, p. 96





planning how society and the world could be improved." He was one of the most ardent defenders and exponents of the ideals of the founders of the United States.

Carl Schurz 1829-1906

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Carl Schurz went Stephen Decatur one better by saying: "My country, right or wrong. If right, to be kept right; if wrong to be put right."<sup>1</sup> His public life was unselfishly devoted to raising national ideals to a higher level. "Always, even to the day of his death, he was

1. Beard, Our Foreign-born Americans. p. 239. *Review of Carl Schurz*  
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Judah Touro 1775-1864

Judah Touro was born in Newport, Rhode Island. His family moved to Jamaica, but after the death of his father, Judah returned to Boston. There he lived with an uncle, a prominent merchant, who employed him in his counting house. When a young man, he went to New Orleans and there spent the rest of his life as a merchant. He soon gathered together a considerable fortune. His only military exploit was as a volunteer in General Jackson's army at New Orleans, where he was wounded.

Judah Touro's hobby was large-scaled philanthropy. He did not get his money to keep it. He gave very freely to all, Jew Christian, or non-believer, white or black. Although a devout Jew, he supported some of the Christian churches in New Orleans, buying the mortgage and not demanding any rent. He also contributed ten thousand dollars toward the building of Baker Hill Monument.

His attitude toward the Negro was one of kindness and sympathy. He liberated and found means of establishing several who worked in the house in which he lived. The only slave he ever owned was freed in his test, emancipated, and given enough money to set up his own business.

Judah Touro was, perhaps, the most prominent Jew of the early nineteenth century. He typified the highest and best ideal type of Jew in America.

1. New York Times Book Review, April 17, 1932. Review of Carl Schurz: Reformer, by Claude M. Fuess.

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Francis Vigo 1747-1836

Francis Vigo is known as the Italian wilderness statesman who played an important part in aiding our country to gain control of the middle Mississippi Valley. Although an Italian, he spent the early part of his life as a Spanish soldier and adventurer. Finally, in 1775, he landed at New Orleans and, leaving the army, became a fur-buyer, Indian interpreter, spy, importer of presents for the Indians, and a messenger between the Spanish, French and Americans. In this way, he became well acquainted with the wilderness of the Mississippi Valley.

The last sixty years of his life, Vigo was loyally devoted to this country. Perhaps his most important contribution was his assistance to Colonel George Rogers Clark in the campaign against the British at Vincennes in 1779. He not only spied out the situation, but supplied Clark with the necessary financial means for carrying out his enterprise --- sacrifice for which he was never repaid.

Vigo settled at Vincennes, became a successful merchant, and devoted his efforts to establishing better means of communication with the East and South. Although he had devoted his best efforts to build up our country in the West, he died in 1836, neglected, forgotten and in extreme poverty.

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### Findings of Previous Research

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After reviewing other contributions to this field of study, I have been led to conclude that my own approach to it has something of pioneering significance. Whereas, others have attacked the problem from a racial or national viewpoint, I have extended my research beyond such a general treatment and have made an earnest attempt to reduce the study to specific discoveries and conclusions. Previously, the amount of space devoted to nationalities has been measured, and the attitudes expressed about certain races have been examined, but practically nothing has been done concerning the contributions of the individuals of these nationalities. However, such investigations have brought to light some interesting general conclusions concerning the treatment of the various nationalities in our high school history textbooks which shall now be presented briefly.

#### Attitudes Expressed

Professor Beulah L. Pierce has made a very interesting study of the attitudes expressed by various texts. In an examination of over fifty history textbooks, she arrived at some fairly specific conclusions: most of the books, she claims, are strongly pro-American, teaching respect for, and veneration of, our ancestors and the institutions they have developed.

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There is a strong nationalistic or patriotic spirit throughout the texts.<sup>1</sup> For an example of this type of teaching, the following quotation is given from the preface of Duffan's History of the United States: "The future of our country is in the hands of our school boys and our school girls. May they realize our country's greatness, with its opportunities, and their own individual responsibility in preserving and enlarging and maintaining both. May they follow the course and keep the faith of the fathers, remembering that America is a great cause and not a result. When Americans once agree upon any course or any cause, the united world cannot conquer them."<sup>2</sup>

In dealing with the attitudes aroused concerning other nationalities or countries, it might be well to quote at length from the conclusions Professor Pierces has made:

"The Spaniard in histories is pictured as harsh and cruel, and, from a reading of many of the books, one is to inquire, "Was there no good in the Spaniards?" England although receiving far more generous treatment than in the histories and readers of twenty-five years ago, still is not accorded glowing treatment.....

"As England has been considered the traditional enemy of America, so has France been held the traditional friend. Of all nations France has been accorded the most praise. In sharp contrast is the treatment accorded in most books to Germany. Militarism, greed, rapacity, and cruelty are charged against her."<sup>3</sup>

Another investigator makes the following remarks:

"The discussion of the American Revolution, the War of 1812, and England's attitude during the Civil War are not such as to bring about a

1. Civic Attitudes in American School Textbooks, p.254.

2. Ibid, p. 255

3. Ibid, p. 254-255.

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"The standard in history is pictured as harsh and cruel, and

from a reading of many of the books, one is to imagine, 'Was there no good

in the Spaniards?' England although receiving far more generous treatment

than in the histories and readers of twenty-five years ago, still is not

accorded glowing treatment.....

"As England has been considered the traditional enemy of America,

so has France been held the traditional friend. Of all nations France has

been accorded the most praise. In sharp contrast is the treatment accorded

in most books to Germany. Militarism, greed, rapacity, and cruelty are

charged against her."

-Another investigator makes the following remarks:

"The discussion of the American Revolution, the War of 1812, and

England's attitude during the Civil War are not such as to bring about a



favorable attitude toward Great Britain. It is doubtful whether the friendship shown by England during the Spanish-American War, and the alliance in arms of the United States and Great Britain during the World War, are emphasized enough to change the ideas gained by reading the first part of the histories.....

"....Since the Civil War, histories in varying degrees place Germany in an unfavorable light, Guitteau's history being most severe in the criticism of the Germans, while Fish in his book shows least animus....The Irish and Scotch-Irish.....are accorded praise in practically all the books. The Italians receive little space during the period since the Civil War, and the references to Italy are mostly indirect, and tend to make little impression on the pupils.....A few authors give the impression that the Poles are undesirable immigrants." <sup>1</sup>

Both of these writers have arrived at practically the same conclusion, namely, that while our own country is highly praised, foreigners and foreign countries are praised or condemned in varying degrees depending on the services rendered our country. The non-English groups certainly do not appear to have received the attention worthy of their contributions to the upbuilding of our nation.

#### Material Contributions

While most of the historians appear to be content with drawing word pictures of the type of people the immigrants were, a few have included some of the contributions which these immigrants have made. These are

1. Carter, Thyra "Racial Elements in American History Textbooks" Historical Outlook, April 1931, p. 150-151.

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mainly materialistic. Little is said of the cultural and spiritual values which they brought with them. For example: "These different kinds of people all had something to bring with them .... French and Swiss immigrants were skilled in wine growing; Irishmen knew how to raise cattle; Germans were fond of Music; the Swiss were builders of good roads. Most of the immigrants found work or made work, and the great west could not have been built up so quickly without the aid of the foreign-born laborers and their children." <sup>1</sup>

#### Types of Immigrants

We have heard much in the last few years of the so-called Nordic superiority and the exclusion of the southern European races. It seems that some of our textbook writers must have been filled with this type of enthusiasm since they managed to slip into their writings such sentences as the following:

"Immigrants that come from the northern countries of Europe are of a class that make good citizens and as long as most of the immigrants were of this class all went well. But since the War of Secession most of the immigrants coming to this country have been of the lower classes of Eastern and Southern Europe, and they give much trouble. They are for the most part very ignorant, and having been down-trodden in their old homes, they have no respect for law or government. In fact many of them would like to see the government of the United States destroyed. How to deal with this undesirable class of immigrant is one of the most serious problems that

1. Civic Attitudes, p. 87, as quoted from A. B. Hart, School History of the United States, p. 390

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1. Civic Attitudes, p. 87, as quoted from A. B. Hart, School History of the

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we have today." <sup>1</sup>

### Space Allotted to Nationalities

Another examination of textbooks was made, not with the idea of determining the attitudes aroused, but with the purpose of measuring the amount of space given to the various nationalities in the different texts. Thyra Carter examined ten representative high school American History texts in doing this work. Her conclusions are well summed up in the following paragraph:

"In considering the amount of space devoted to the English, one finds the following proportion has been given by these authors: Guitteau, 7.839 %; Fite, 6.664%; Forman, 6.609%; Muzzey, 6.47%; Beard and Beard, 4.446% James and Sanford, 4.771%; Bourne and Benton, 4.429%; West, 3.593%; Fish, 3.311% and Hart 2.939%. Guitteau devotes more space to the Germans than any other author, or 2.935%, while James and Sanford give only .274%. Two other writers, Fite and Fish, allot less than 1% to the Germans, while the other six histories give between one and two percent; to the Irish and Scotch-Irish, Italians and Poles, less than one percent of space in any history is given, the most being given to the Irish and Scotch-Irish is .408% in Fish's book, while the least is .083% in Guitteau's. Muzzey is found to have devoted .547% to the Italians, and the smallest amount is found in Fish, or .037%. The Poles receive the least space, in no book as much as one-tenth of one percent, the greatest being .099% in Muzzey's book, while the smallest being .055% in Bourne and Benton's book." <sup>2</sup>

1. Ibid, p.87-88 as quoted from W. Thompson, First Book in United States History, p.294. See also Leonard and Jacobs, The Nation's History, p.455-6
2. Carter, Thyra, op., Cit. p.150.

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"In considering the amount of space devoted to the English, one

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1. 1853; Rice, 1.664%; Jordan, 1.809%; Murray, 1.41%; Beard and Beard, 1.403%

James and Sanford, 1.711%; Bourne and Benton, 1.403%; West, 1.387%; Felt, 1.411%

and Hart 1.933%. Outis gave more space to the Germans than any other

author, or 1.933%, while James and Sanford give only .774%. The other

writers, Rice and Felt, also gave less to the Germans, while the other

six histories give between one and two percents to the Irish and Scotch-

Irish, French and Polish, less than one percent of space in any history

is given, the most being given to the Irish and Scotch-Irish in .4083 in

Felt's book, while the least is .0832 in Outis's. Murray is found to

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1. Ibid, p. 47-48 as quoted from W. Thompson, *First Book in United States*

History, p. 244. See also Leonard and Jacobs, *The Nation's History*, p. 450-2

2. Carter, *op. cit.*, p. 130.



### Relation to the Particular Problem

The results of this previous research show that our history textbooks are far from any ideal standard. Not only are many of the nationalities which make up our country's population almost entirely neglected, but, our treatment of them is almost slanderous. Imagine how a son of Italy in our schools feels when he discovers such a statement as: the immigrants from southern Europe "are for the most part very ignorant, and having been down-trodden in their old homes, they have no respect for law or government." Such a statement would tend to raise a feeling of antagonism against this country. And that, certainly, is not one of the aims of our history teaching.

While we do wish to teach love of country and loyalty to its ideals, it speaks very badly for us when we have to do it in such a manner as to bring forth the criticism uttered by Doctor Rodolfe M. Luque in a recent address: "The secret of the distrust and even antipathy toward other American nations which one finds among the common people everywhere lies in the incorrect and highly critical statements made in national histories about other countries, which produce in the minds of children an indelible prejudice against them....."

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"As for the United States ....in the teaching of history in the

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South American countries.



"Consequently there is in the schools a general attitude of ill-will and indifference toward the other American nations. Since the men of today learned as children that the heroes of their own country have a monopoly on moral and patriotic virtues and that the leaders and the citizens of neighboring countries are disloyal and egotistical, even criminals, robbers and traitors, it is not surprising that there exists in some American nations a marked antipathy towards their neighbors." <sup>1</sup>

While Doctor Luque may be too severe in some of his charges, his statements in general are true. Again they serve to drive home the fact that we have a very bad situation in our present textbooks. Nationality groups, who make up a large part of our population, are not being given a fair deal. I am proposing one way in which it may be possible to improve the situation, namely, that of including in our history textbooks the names and lives of a few of the representatives of the nationalities who make up our population and who have made some outstanding contributions to the development of our country. In this way, the pupils will learn that people are coming here from other nations, and that these other nations produce men equally as great as those produced in our own country.

1. Brainer, Heloise, "History Textbooks-A South American Viewpoint" Historical Outlook 22:8:401-402. Dec. 1931

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## The Present Situation --- A Survey of American History Texts

### Purpose and Method

In order to determine the present situation regarding the treatment in American history textbooks, it was necessary to examine some texts to see if it is true. With this in mind, I made an examination of ten secondary school American history textbooks. I looked up each of the names on my representative list to see if they were mentioned. Then, I examined the text to see what was said about those who were included --- whether their ancestry was recognized, or their accomplishments were recorded.

The American historians which I used were as follows: (1) Bennett, John S., A Short History of the United States; (2) Beard, Charles A., & Bagley, W. C., The History of the American People; (3) Barrows, Samuel, The Making of our Country; (4) Connor, Hubert S., & Gabriel, Ralph S., History of the United States; (5) Douglass, E., & Alcock, J. C., History of the United States; (6) Fite, A. B., History of the United States; (7) Hallack, W. F., History of our Country; (8) Leonard, A. E., & Jacobs, B. E., The Nation's History; (9) Munsey, D. S., History of the American People; (10) Wirth, F. B., & Thompson, W., A History of American Progress.

The Present Situation -- A Survey



The Present Situation --- A Survey of  
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1. Cf. Section B "A Selected List".

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### Results

The names which were mentioned are shown in the chart on the following page. Only eleven out of the twenty names appeared. John Ericson was mentioned in most of the textbooks --- nine in all --- Douglass and Almack alone omitting him. George W. Goethals and Samuel Gompers were next in number of books mentioning them -- eight and seven respectively. Carl Schurz and Andrew Carnegie were each mentioned in five; Augustus St. Gaudens and Michael Pupin in two. Judah P. Benjamin, Jacob Leisler, Julius Rosenwald, and Jacob Riis, were mentioned in only one text.

It is interesting to note what the various authors said concerning those of the representative list whom they included in their texts. For instance, Bassett mentions Schurz's name five times but never mentions that he was a German. Similarly, in speaking of Ericson, Goethals, and Gompers, he says nothing of their nationality although, in all cases, he speaks highly of them. Fite speaks of J. P. Benjamin's position on the South but does not speak of his Jewish ancestry. Nor does he give the nationality of Ericson, Goethals, Pupin, or Riis. He speaks of Gompers as having come from England and says that Carnegie was a Scotchman. Burnham mentions the importance of St. Gaudens, Ericson, and Goethals, but tells nothing else about them.

A few of the writers did mention the nationality of these men. Leonard and Jacobs say that Gompers was born in England and that Ericson

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Table I Textbooks in which the "representative" names appear.

[illegible]





was a Swede; Beard and Bagley, that Carnegie was a Scotchman and Schurz a German. Muzzey also mentions that Schurz was a German. Casner and Gabriel emphasized it three times, and also mention Carnegie's nationality. Halleck says that Leisler was a German and Ericson a Swede. Of the others which these authors mention, no nationality is given.

Only six of the authors: Fite, Leonard and Jacobs, Beard and Bagley, Halleck, Casner and Gabriel, and Muzzey, mention nationality --- and then of only five of these particular immigrants: Schurz, Ericson, Leisler, Gompers, and Carnegie. The other three authors merely mention names. It is also interesting to note the number of names each text contains: Fite and Muzzey contain seven and six respectively, Casner and Gabriel has five while Halleck, Beard and Bagley, and Bassett have four each. Douglass and Almack has only one. None mentioned the nationality of more than two.

These statistics are relatively easy to compile from any textbook. It is a much harder matter to attempt to determine the attitude which the authors are trying to create, if any, or, at least the attitudes which the readers will form after having read what is said about the various people. After a careful consideration of the texts from this viewpoint, I must say that I did not come across one instance where the author showed any prejudice or said anything disrespectful concerning the individual discussed or the racial background which he represented. In only two or three cases was enough said to make any impression on the reader. Mere mention of the name in connection with what was done, or at the most, the giving of the nationality, was the usual rule. Sample statements of this type are: "This was the iron-clad Monitor, the work of John Ericson, a citizen of Swedish

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Library  
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In my opinion, this survey does show that there is room for a great deal of improvement in the treatment of foreigners in American History textbooks. More of them and their contributions should be included in the texts. When they are mentioned, it would be fairer to them and their countrymen to state their nationality and to tell something about their accomplishments and character. Only in this way will we be able to teach how much the various nations have contributed to the make up of our great leaders.

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Major Influencing Textbook Writing



### Factors Influencing Textbook Writing

In the last decade, there have been several instances in various parts of the country in which the history textbooks have been attacked.<sup>1</sup> Charges have been made that these books were unpatriotic, that they were stressing internationalism or favoring certain foreign countries, that they were written at the instigation of special interests to further their own end, or that they were doing some other thing harmful to the youth of America. These attacks raised a great deal of emotional and unfounded criticism and was doing so much damage that educational and historical associations drew up recommendations against such action and attempted to set a course to be pursued in the writing and examination of history textbooks. The American Historical Association issued the following statement, which is typical of many:

"Whereas, there has been in progress for several years an agitation conducted by certain newspapers, patriotic societies, fraternal orders, and others against a number of school textbooks in history and in favor of official censorship, and

"Whereas, this propaganda has met with sufficient success to bring about not only acute controversy in many cities but the passage of censorship laws in many states, therefore, be it

"Resolved, by the American Historical Association, upon the recommendation of its committee on history teaching in the schools and of its executive council, that genuine and intelligent patriotism, no less than the requirements of honesty and sound scholarship, demands that textbook writers and teachers should strive to present a truthful

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picture of the past and present, with due regard to the different purposes and possibilities of elementary, secondary, and advanced instruction; that criticism of history textbooks should, therefore, be based not upon grounds of patriotism but only upon grounds of faithfulness to fact as determined by specialists or tested by consideration of evidence; that the cultivation in pupils of a scientific temper in history and the related social sciences, of a spirit of inquiry and a willingness to face unpleasant facts, is a far more important objective than the teaching of special interpretations of particular events; and that attempts, however well meant, to foster national arrogance and boastfulness and indiscriminate worship of national "heroes" can only tend to promote a harmful pseudo-patriotism; and be it further

"Resolved, that in the opinion of this association the clearly implied charges that many of the leading scholars are engaged in treasonable propaganda and tens of thousands of American teachers and officials are so stupid or disloyal as to place treasonable textbooks in the hands of children is inherently and obviously absurd, and be it further

"Resolved, that the successful continuance of such an agitation must inevitably bring about a serious deterioration both of textbooks and of the teaching of history in the schools since self-respecting scholars will not stoop to the methods advocated."

These criticisms and attacks on history textbooks have brought to light many of the factors which influence textbook writing. Perhaps, if we inquire into them, we will find out some of the reasons why people such as those whom I discussed previously, have been omitted from school texts.

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### 1. Super-Patriotism

"Since the World War an ardent patriotism has swept the country, resulting in a widespread investigation of the teaching and writing of history. Sponsored by various groups, the movement has gained considerable momentum, until teaching history and history textbooks are in danger of being an expression of certain religious, racial or other partisan groups. These groups hold, in common, that American histories as now written, neglect heroic characters in American history, especially in the Revolutionary War, and that they are distorted by a pro-British bias."<sup>1</sup>

This "patriotism" which is stimulating the critics in their attacks is not of a very lofty type. It is an attempt, in many cases, to implant hatred in the children, it is an attempt to present facts which are not necessarily true, that are colored or exaggerated to show how great certain Americans are. It is an attempt to carry on, regardless of new knowledge, the old stories of our heroes and to extend the prejudices and passions of by-gone years.

William Hale Thompson of Chicago was one of this type who charged that our books were pro-British and were defaming our history and our heroes. Among other charges against certain books he said: "Three of them present John Hancock as a "smuggler" only, with not one word of his great public service (Barnes, Short American History, v.2.p.9; McLaughlin and Van Tyne, History of the United States, p.140, 153). Samuel Adams fares little

1. Pierce, "Public Opinion". p.206

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better. West calls him "The first American political boss", and Hart calls him "a shrewd hard-headed politician" (p.125).... Hart teaches that Jefferson was looked upon by the Federalists as "an atheist, a liar, and a demagogue" (School History of the United States, p.190). Patrick Henry is set forth by McLaughlin and Van Tyne as "a gay, unprosperous and unknown country lawyer".

".....Children in the schools are taught in these texts that "our country's history has been hitherto distorted through unthinking adherence to traditional prejudices". (Guitteau: Our United States - Preface), but is now to be "set right" through "new tendencies in historical writing" (Muzzey - Preface); through scientific exactness of higher scholarship "and emotions of new found gratitude to England" (Ward, Introduction)."<sup>1</sup>

The absurdity of their attacks and methods is brought out in an humorous article which appeared in The Nation<sup>2</sup> in which the history textbooks are discussing the battle over textbooks in New York schools:

"Lord, how these investigations maul us!" said one, rubbing his bruises. "What did I do? Left Nathan Hale out. Of course I also left out Plymouth Rock and Peter Stuyvesant's Wooden Leg and Washington's Cherry Tree and Lincoln's Pig in the Mudhole. And now what do I get? All the monument-makers are after me on account of my indignity to the Rock; and all the artificial limb crowd on account of my neglect of the Wooden Leg. The members of the Society for The-Truth-The-Whole-Truth-and-Nothing-but-Truth abuse me for leaving out the Cherry Tree. The Hard Road enthusiasts say that I have taken away their credit by letting it be forgotten how bad the highways used to be before they did their work. Now as to Nathan Hale --"

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1. "Shall we Shatter the Nation's Ideals in School Histories". Current History 27:621-22, Feb. 1928.

2. Nation 114:88, Jan. 25, 1922



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The absurdity of their attacks and methods is brought out in an humorous article which appeared in The Nation <sup>2</sup> in which the history textbooks are discussing the battle over textbooks in New York schools:

"Lord, how these investigations smell bad!" said one, rubbing his glasses. "What did I do? Left Nathan Hale out. Of course I also left out Plymouth Rock and Peter Stuyvesant's wooden leg and Washington's Cherry Tree and Lincoln's Pig in the tubhole. And now what do I get? All the monument-makers are after me on account of my indignity to the Rock; and all the anti-fish crowd on account of my neglect of the wooden leg. The members of the Society for The-Truth-The-Whole-Truth-and-Nothing-but-Truth accuse me for leaving out the Cherry Tree. The Hard Road enthusiasts say that I have taken away their credit by stating it be forgotten how bad the highways used to be before they did their work. Now as to Nathan Hale --"

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"All I did, " broke in another volume, "was to call John Hancock a smuggler. What taught me? The Eighteenth Amendment. Here I saw everybody -- even teetotalers -- glorying in the name of bootlegger and Hip-flask Fellow and I thought I could bring the Revolution up to date by showing that Hancock and the Boston Merchants looked on some things in a very modern way. But now I find ---"

"I made my bread", said a third, during the late war when we were allies of Britain and blood was thicker than water and all hands were across the sea. I merely said that the British soldiers who were marched up to Bunker Hill were brave men or they would never have dared to face our boys with such ----"

"But here certain antiquated textbooks lying in a corner burst out with torrents of abuse, shouting "Anglophilis! " and "Radicals!" and "Internationalists!" and "Pacifists!" and such neat arguments."

I do not believe any further comment is necessary to show how ridiculous are the charges of these super-patriots.

Men like William Hale Thompson evidently believe that historians who love truth are not able to love their country. If they did, according to him, they would write nice stories about ideal heroes; they would make all men except Americans potential villains; they would make all nations except United States always wrong. Such thinking, of course, is very dangerous. If carried out, it would praise the few old heroes, all of whom were apparently, strictly "American". Our immigrant population would receive little recognition since some of it might, unintentionally, lead to praise of a foreign country.

"All I did, broke in another volume, "was to call John Hancock a scoundrel. That taught me. The Eighteenth Amendment. Here I saw every-body -- even scoundrels -- glorifying in the name of bootlegger and Rip-Blank Yellow and I thought I could bring the Revolution up to date by showing that Hancock and the Boston merchants looked on some things in a very modern way. But now I find ----"

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James Truslow Adams sums up the situation very effectively in an essay on "History and the Lower Criticism".<sup>1</sup> "What then of the future? Is the writing of popular history to be an effort to discover and to disseminate among the people the true story of mankind in the past, or is it to be written as an ethical or political tract, to further the passionate conflict of the present .....Scattered about from coast to coast ---are individuals whose ideals are those of the scholarly historian -- to know truth, to do justice .....upon it (this group) rests the responsibility for the future of our intellectual integrity. If it should yield to the forces of reaction, if it should come to prefer flattering local legend to critical analysis, if it should demand passionate propaganda in place of reasoned statement, if it should insist on feeding the flame of hot nationalism in preference to the establishment of international justice and goodwill, then the outlook for the writing of history which shall be both popular and truthful will indeed be dark."

## 2. Nationalism

Nationalism and patriotism are of course closely related. Yet, I think that patriotism has a higher emotional connotation, that is, it is more fanatical than nationalism. However, not too strong a type of nationalism is desirable either. It is the carrying of things to an extreme that causes the harm.

Nationalism cannot be entirely escaped: "Every generation writes

1. Atlantic Monthly 132:316 Sept. 1923

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Nationalism cannot be entirely escaped: "Every generation writes



its own history of the past .....Every historian is unconsciously biased by his education and surroundings and in his historical works displays not only his interpretation of the past but also the point of view of the period in which he lives." <sup>1</sup>

This is a very strong factor in influencing textbook writing. It is the cause of the exaggeration of the bravery and worth of one's countrymen and of the equal exaggeration of the viciousness and cowardliness of foreigners. <sup>2</sup> It is responsible for such catchwords as "national honor", "national right", "national interests", "the genius of a nation", and the "mission of the nation". It acts always to the glorification of one country and to the degradation of all others.

### 3. Miscellaneous Organizations and Societies

The American Federation of Labor issued a report of its committee on education which classified the agencies and influences attempting to shape attitudes as follows: <sup>3</sup> (1) Professional associations and official or semi-official agencies directly and regularly concerned with education. (2) Philanthropic foundations and societies of long standing founded with educational objects. (3) Organizations not primarily interested in education. This section is concerned particularly with those organizations in the last group.

The American Federation itself has always been interested in the textbooks used in our schools. In 1903. the Executive Council issued instructions that the Federation was "to secure the introduction of textbooks

1. "Nationality and History", H. Morse Stephens. American Historical Review 22:228, Jan. 1916.

2. Hayes, Essays on Nationalism p.88-89

3. Proceedings American Federation of Labor, June 1922

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1. *International History*, A. J. A. Smith, 1918, p. 228.  
2. *Essays on Nationalism*, p. 88-89.  
3. *Proceedings American Federation of Labor*, June 1932.



that will be more in accord with modern thought upon social and political economy, books that will teach the dignity of manual labor, give due importance to the service that the labor union renders to society, and that will not teach the harmful doctrine that the wage-workers should be content with their lot because of the opportunity that may be offered a few of their number rising out of their class, instead of teaching that the wage-earners should base their hopes upon the elevation of the conditions of the working people." <sup>1</sup>

Yet, in 1923, the Federation disclaimed any desire to have their point of view "stressed to the exclusion of all others" and denied any inclination to influence public education for partisan purposes.

Among the many social and fraternal organizations which are known to have engaged in propaganda are: <sup>2</sup> The Southern Veterans Association, the Grand Army of the Republic, The American Legion, the German-American Alliance, the Ancient Order of Hibernians in America, The Steuben Society, The Sons and Daughters of the American Revolution, and the Masons. The American Bar Association, The Rotary and Kiwanis Clubs, and the National Security League are others which have also tried to influence textbook writing. Public utilities have played a very prominent part. Among those recently brought to light were the efforts of the National Electric Light Association, The American Gas Association, and the American Electric Railway Association.

1. Pierce, Public Opinion, p.388

2. Pierce, B. L. Propaganda in Teaching the Social Studies, Historical Outlook, 20:387-89 Dec. 1929.

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#### 4. Elementary vs. Secondary School Material

Educators, perhaps more than any other people besides the historians themselves, should have the right to say what is to be taught from school histories. At least they claim the right to divide history into sections and administer it to the grades. A concrete example of their influence is given in an extract from the report of the Committee of Five on American History Texts used in California High Schools: "Hence, we commend the omission by some authors of the many names of those who have contributed something worthwhile to American Progress, but whose deeds and significance can best be presented by the elementary school textbook. This leaves room for the high school text to include those matters of social and economic development which are essential to give our young people the proper historical background for understanding our present complex problems."<sup>1</sup>

#### 5. Opinions of Prominent Editors

Editors of newspapers, magazines, etc., are always before the public with their opinions. They play an important part in moulding public opinion. Backed by various business and other interests, they are in a position to make demands on writers and publishers which will produce textbooks partial to their interests.

The Independent recently carried an article giving the opinions of some magazine editors as to the kind of history books needed.<sup>2</sup> Norman Hapgood, editor of Hearst's International, said: "Nothing could do more

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2. Vol. 110:130-1. Feb. 17, 1923.

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good than a very popular school history of the United States, putting stress on what our country has contributed to mankind, not on petty fights.....

"Biographies do much to form a nation's ideals. Let us have more stories of lives that were contributions, rather than of lives that were merely successful struggles for money, office, or fame."

Sidney S. McClure, editor of McClure's Magazine, has a different viewpoint: "The most important book which could be written at the present time might be called an outline of History for Americans, which would be written primarily from the standpoint of the expansion of European peoples....

"Such an outline would require a glimpse of the Roman Empire..... But the main thing to do would be to show the reasons for that fact that the English-speaking peoples occupy two continents, and altogether, rule one-third of the surface of the globe.

Such an outline would deal clearly with the fact that the English-speaking people in the United States were the first people in history to invent a national government."

The wide difference in the influence which these two opinions could have can easily be seen. One is extremely racial and nationalistic, the other more sane, more fair to all nationalities within our borders.

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## 6. The Personal Factor

The personal factor is the personality of the textbook writer. Theoretically, of course this factor should not enter in, especially in history texts. Yet, it is more or less prominent in every case. Northern writers are famous for their harsh attacks of the South because of the Civil War. The same is equally true of the Southern writers with regard to the North. When they treat their own countrymen that way, how strong will be their passions against foreigners! Racial animosity, national hatred, false patriotism, religious prejudice, all in varying degrees, find expression. The result in many cases is a mass of unrepresentative material which only perpetuates hatreds and prejudices that the true historian would eliminate.

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Some of these factors are beneficial, others harmful, in their influence. Perhaps we can say that all are good to a limited extent. That limit is reached when they demand an exaggeration of facts to serve their own interests to the neglect or conscious defamation of other peoples or groups. It is true that partisan propaganda, too often pernicious, is the aim which most of the factors have when they try to determine that history which shall be taught in the public schools

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### Conclusions



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Before drawing any conclusions, let us stop a moment and review the material covered to keep it fresh in mind. I started with the assumption that there were immigrants or their descendants who had made important contributions to American civilization but who, because of racial or religious prejudices, or other reasons have not received due recognition in American history textbooks. In order to prove this fact, I first went into the importance of immigration and of immigrants in general, and then selected arbitrarily twenty men whom I considered representative of immigrants or descendants of immigrants who have been outstanding in some profession or contribution. Then, I examined the results of the work done in an attempt to find out how much space was devoted to the various nationalities and the attitudes aroused concerning them. Next, a survey was made to determine how many of the men I used in my study were mentioned in present-day American history texts. Finally, I examined the factors which influenced history textbook writing to see how much effect they may have had in determining the material used in textbooks. With these facts in mind, I shall attempt to draw a few specific conclusions.

First, may I say a word about the men whom I have chosen in this study. No two people working on this same project would, in all probability, use the same list. There is a world of material from which to draw. It was impossible to use all of the great immigrants. However, this list is, I

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believe, representative, and approximately the same conclusions may be obtained by working with it as with any other which meets the requirements.

From the evidence presented, it is safe to say that immigrants and their descendants are not treated, on the whole, with the amount of courtesy and recognition which they warrant. While a few of the more important ones are sometimes mentioned, little is said about their accomplishments and less about their nationality. In many cases it is impossible to tell but what they and their ancestors have been native Americans. This is not necessary! By footnote or by inclusion in the text, the history textbook writers should identify each character mentioned. Not only that, but they should mention more of them who have accomplished great things in various fields of endeavor for the good of their adopted country.

It is necessary to use every possible means to weld this nation together into one solid unit not split by racial or religious quarrels. The intense nationalism of other countries should not be allowed to grow here or it will develop, not into one great feeling for the United States, but into hatreds for the various races within our border. Education is, perhaps, the best method to use in accomplishing this better social order for which we must strive. An education which will foster a spirit of friendship and brotherhood can only be accomplished when all factors in that education are co-ordinated and aim for the one ideal. If our histories continue this discrimination against certain of our peoples, they are going to do irreparable damage to the growth of solidarity in our country. A saner, more tolerant textbook, which will treat the foreigner and his des-

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cendants as brothers, will recognize their achievements, and will spread the story of their accomplishments is needed to help bring about this better way of living together.

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